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| **Language and Level** | French – Novice Mid 🡺 Novice High | | | | | | | |
| **Theme and Topic** | **Contemporary Life** : A Balanced Lifestyle | | | | | | | |
| **Important Question** | How balanced is your lifestyle? | | | | | | | |
| **Goals**  *What should students know and be able to do by the end of the unit?* | * Students will be able to compare lifestyles of their family members with those of families in (Epernay) in terms of balance. * Students will be able to make recommendations for ways to create or maintain balanced lifestyles. * Students will explore health and wellness websites to identify elements of a healthy lifestyle. * Students will create a presentation for the (community) highlighting ways to promote balance of life. | | | | | | | |
| **Performance**  **Assessment**  *Do these tasks allow students to demonstrate how well they have met the goals of the unit? The performance assessment tasks are designed to be integrated throughout the instructional unit. The interpretive tasks are designed to inform the content of the presentational and interpersonal tasks.* | **Interpretive Tasks**  (This template encourages multiple interpretive tasks.) | | | | | | | |
|  | | | Students will read a blog written by a teenager where  he discusses his activities. They will demonstrate comprehension  by answering questions about main ideas in English and will complete  a graphic organizer based on information found in the text. | | |  | |
| **Presentational Task**  Students will create a presentation for the community highlighting ways to promote a balanced lifestyle. They might participate in a wellness fair or create a virtual  wellness fair online. | | | | **Interpersonal Task**  In pairs or small groups, students share  what they have learned about their lifestyle  and their family’s lifestyle in terms of  balance. | | | |
| **Cultures**  **Examples**  *For each example, indicate the relationship between the product, practice, and perspective and the role and importance of the product, practice and perspective within the culture.* | **Product:** Café  **Practice:** Stopping with friends for coffee  **Perspective:** It’s not the coffee, it’s the conversation    **Product:** School year calendar  **Practice:** Regular breaks, holidays  **Perspective:** Balance | | | | | | | |
| **Connections**  **Examples** | **Other Disciplines / Distinctive Viewpoints** | | | | **Technology Integration** | | | |
| **Health and wellness:** Compare recommendations for healthy lifestyles  **Media studies:** Impact of media on lifestyles; marketing diet/exercise | | | | Teachers can create a safe, free space for student blogs and more: <http://kidblog.org> | | | |
| **Comparisons**  **Examples** | **Culture** | | | | **Language** | | | |
| Work time/leisure time  Mealtime with/without family  Weekend activities  Walking/driving  Teenagers working during school year/summer  Life expectancies  Work to live/live to work | | | | “la joie de vivre”  “metro, boulot, dodo”  “Ne t’en fais pas!”  Détente  Making polite recommendations | | | |
| **Communities**  **Examples** | **Beyond the Classroom** | | | | **Lifelong Learning** | | | |
| Look at a community-based issue related to balanced lifestyles and offer solutions. | | | | Examine personal lifestyles and make adjustments as needed; | | | |
| **Connections to**  **Common Core** | **Reading: 1**. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  **Writing: 6**. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  **Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  **Speaking and Listening: 1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  **Language: 4**. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | | | | | | | |
| **Toolbox** | | | | | | | | |
| Language Functions | | | Related Structures / Patterns | | | Vocabulary Expansion | | |
| **Compare** *lifestyle routines* | | | plus que, moins que, aussi que | | | Une bonne hygiène de vie  Un régime équilibré  La détente  Faire de l’exercice  Se détendre/se dépêcher  Être détendu/être stressé  Souvent/rarement  De temps en temps  Normalement  (x) fois par jour/semaine/mois | | |
| **Describe** *your daily schedule* | | | (le) lundi… | | |
| **Ask and answer questions** *about daily routines* | | | interrogative pronouns and adjectives | | |
| **Express frequency** *saying when and how often you do certain things* | | | adverbs | | |
| **Express needs** *saying what you need to do to be healthy* | | | Il faut / Il me faut | | |
| **Express opinions** *about daily activities, schedules* | | | Il est important de, Il est bon de | | |
| **Make suggestions** *about ways to be healthy* | | | Tu devrais / Vous devriez  Il te/vous faut | | |
| **Key Learning Activities** | | | | | | | | |
| Standards Focus | | Learning Activity | | | | Purpose | | In-class /  Home |
| Interpretive | | Song – *Ma Vie au Soleil* – Watch video clip, list activities that relate to *métro, boulot, dodo* and activities that relate to a more relaxed lifestyle. | | | | Hook | | Class |
| Interpretive | | Read French Girl in Seattle: *Une Visite au café*. Select an image from the article or a personal image. Explain the role of the café from the perspective of the article and from your perspective. Use French when you can. Post your image and comments…. | | | | Flipped and in English to build cultural understanding | | Home |
| Interpretive | | Work with short reading *La Détente* – connect détente activities to images | | | | Vocabulary related to activities | | Class |
| Interpretive  Interpersonal | | Look at *Calendrier des fêtes* and compare to school calendar. Consider actual holidays, days off. Look at images with Zone A, B and C. Compare to US system of school holidays. Discuss schedules with partner | | | | Make comparisons | | Class |
| Interpretive  Interpersonal | | Use Liberation headline and article on stress at school. Have students complete graphic organizer with statistics from article and then compare to their own situations. | | | | Comparisons | | Class |
| Interpretive  Presentational | | Read article on how teenagers spend free time. Design survey questions to use with students studying French. Create graphic organizer to compare school results to those in article. | | | | Vocabulary related to activities and frequency | | Class |
| Interpretive | | Compare 2 *Maisons des Jeunes* for hours and activities. Compare to local recreational facility – YMCA, JCCA. | | | | Comparisons | | Home |
| Interpretive  Presentational | | Read *Les Lycéens se retrouvent au café* and compare to what exists in local community. | | | | Comparisons | | Home |
| Presentational | | Create a proposal for a local teen café or an advertisement for something that already exists. | | | |  | | home |
| Interpretive  Interpersonal  Presentational | | Watch silent movie – UNICEF clip on right of child to play. Discuss with partner. Develop a commentary for the film. | | | |  | | Class |
| **Resources** | | | | | | | | |
| Text for Interpretive Tasks –  <http://www3.sympatico.ca/serge.richard2/>  <http://www3.sympatico.ca/serge.richard2/page5.html>  Other resources at wiki: <http://clementi-terrill2012.wikispaces.com> | | | | | | | | |